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ABSTRACT

The purpose of these documents is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. The topic of this booklet is effective lecturing, described as a blend of three types of lectures: interactive (engaging student thinking throughout the lesson); mastery (linking new knowledge to familiar concepts and ideas); and traditional (presenting information with minimal student activity). Each lecture type is investigated individually by analyzing three case studies. Appendices provide additional information organizers and a lesson planning guide. (LL)

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Can We Talk?

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Effective Lecturing In The Classroom

SP 034 710

SERA Instructional Strategies Series No. 9 SPU

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Prepared for

The Saskatchewan Instructional Development and Research Unit

and

The Saskatchewan Professional Development Unit

by

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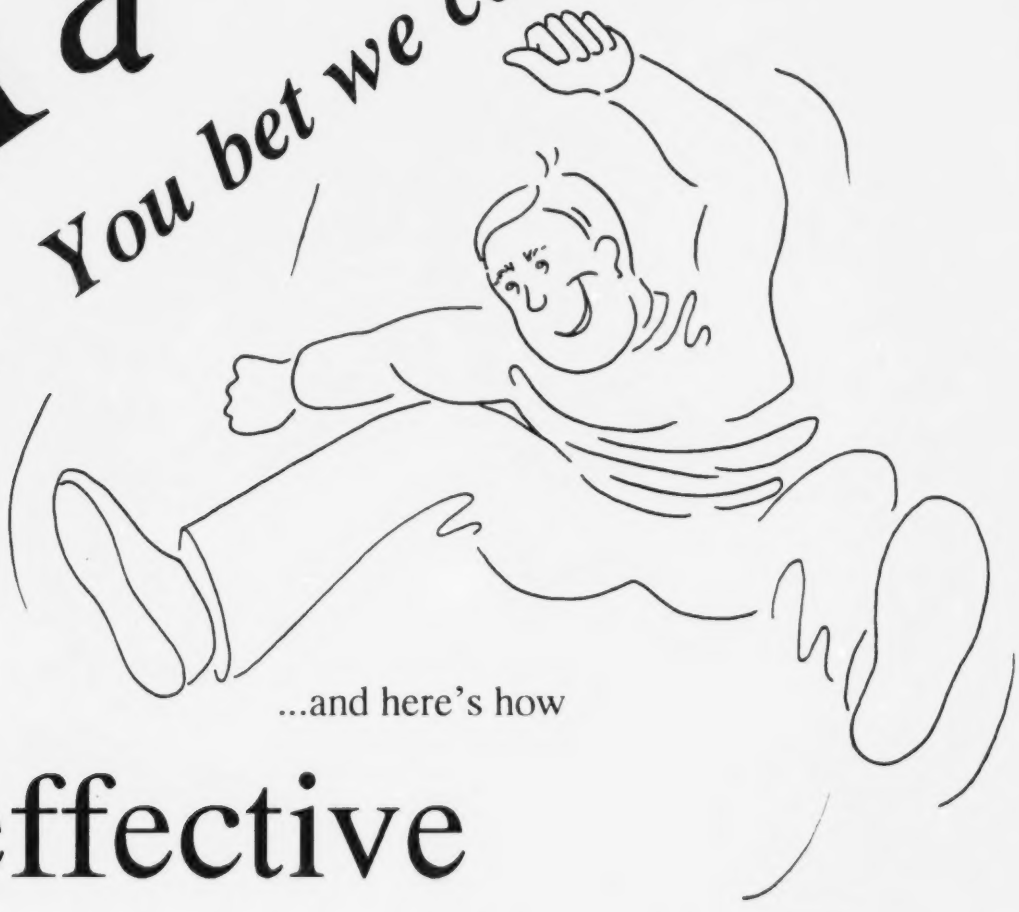
Can we

Talk?

You bet we can!



...and here's how

effective lecturing

Effective Lecturing

Myths about lecturing. Why lecture? Characteristics of an effective lecturer. Elements of an effective lecture.

Interactive Focus

Mastery Focus

Traditional Focus

This Reminds Me...Case Studies

An example of the interactive approach

- *What went wrong?*
- *What was good?*
- *Activating the learner*

An example of the mastery approach

- *Why was it successful?*
- *The Information Organizer*
  - *Purposes*
  - • *concepts*
    • *sequence*
    • *compare/contrast and many others*

An example of the traditional approach

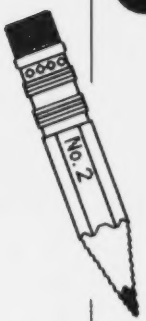
- *The personal qualities of the lecturer*
  - • *humorous*
    • *knowledgeable*
    • *sensitive*
    • *inspirational*
    • *organized*
    • *inquiring*
    • *interesting*
    • *effective communicator*

Reflection...Collegial Teaching...Lesson Planning Guide

THIS REMINDS ME...

Rhonda Rookie hardly slept the night before her first day of school. As she walked toward the front entrance of U. R. Great Elementary School, her stomach flipped a bit and her early morning confidence was slowly, but surely, abandoning her. Her cooperating teacher, Olie Pro, greeted her at the door. His friendly smile and warm welcome helped to reassure her...she was going to be an excellent teacher!

As they chatted in the friendly confines of Olie's classroom, Olie asked Rhonda what teaching strategies she planned to use in their classroom. Rhonda rattled off five or six and then said,"You know, I will never lecture!"



Olie Pro smiled and said, "That's an interesting comment because an effective lecture can help students learn, organize, and examine new information. In fact, a lecture is more involved than just having students sit and listen while you talk. I am looking forward to learning from you, as you use a number of teaching strategies. Likewise, I hope some of the things that I do during a lecture will be helpful to you."

As it turned out, Rhonda had an excellent internship experience. To her surprise, she found that she used the lecture method more than she thought. Some lectures were only three minutes long, but they were still lectures! She learned how to engage students during a lecture and how to organize information so that her students could make sense out of it. She realized that her definition of a lecture had been expanded, although many of the traditional elements were still included in her new definition. This booklet will highlight some of the things Rhonda discovered about using the lecture method.

Myths About Lecturing

MYTH #1:
Lecturing is an inappropriate instructional strategy and it should never be used in our schools.

Lecturing is an effective teaching method and educators should be encouraged to use it appropriately and effectively.

MYTH #2:
Teachers in the primary grades never lecture.

Confusion exists around what constitutes lecturing. Lectures can be as short as 3-5 minutes or much longer. We all lecture!

MYTH #3:
Secondary teachers overuse the lecture method.

Many high school teachers lecture daily. However, they incorporate various teaching methods into the lecture, and they use interactive components and information organizers to actively involve students throughout the lesson.

Closer to the truth...dispelling the myths

There is no single instructional method that is inherently better than another. When choosing a teaching strategy, a decision must be made as to the most appropriate method of teaching based on the intended learning outcomes, and the types of learners in the classroom.

Teachers who consistently use only one teaching strategy have seriously limited the learning experiences of their students.

Why Lecture?

- to teach learning strategies such as memory assists and note making
- to provide multiple examples in a short time
- to facilitate whole group instruction
- to summarize key points

- to introduce a topic prior to students working on it in greater depth
- to easily combine teaching strategies
- to monitor student understanding and adjust the presentation

- to disseminate a lot of information
- to generate student thinking and questioning
- to establish learning interest

- to accommodate large or small groups in almost any location, at any grade level

- to build a frame of reference
- to link new knowledge with previously learned information or experiences
- to present information that may not be readily available through other sources
- to give directions

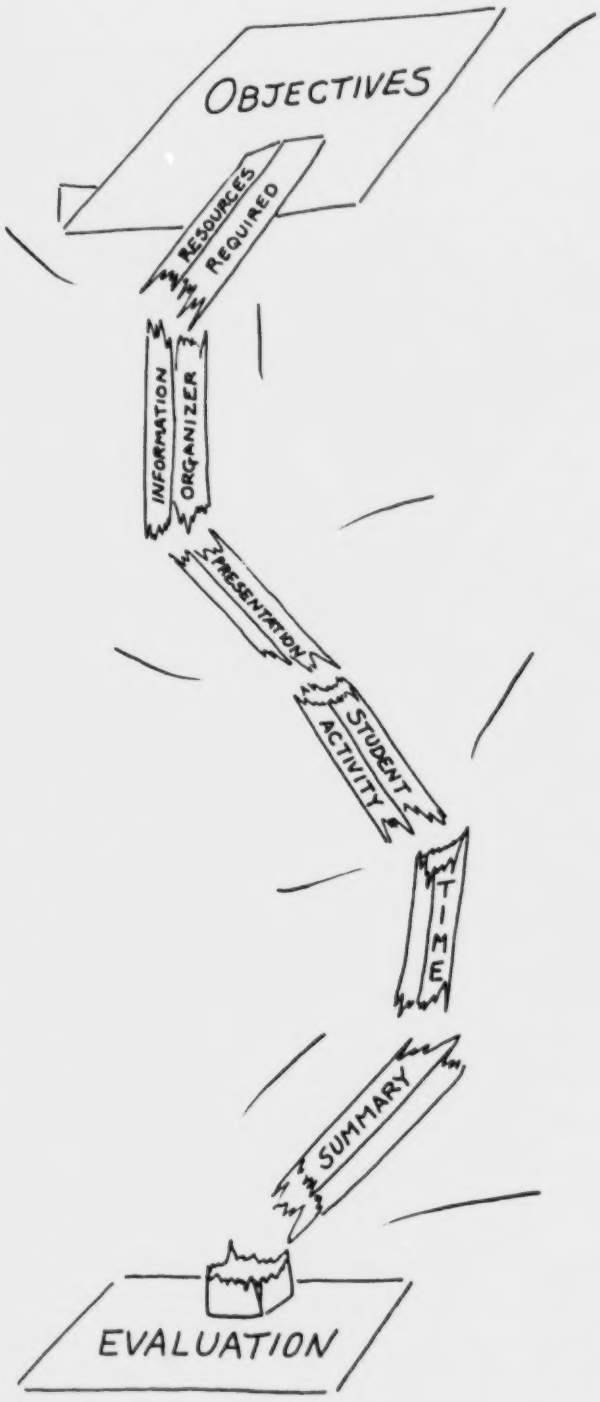
- to teach processes
- to organize and present information in a structured, or hierarchical way
- to provide an organized perspective of important concepts
- to provide a model for student presentation or sharing of their learning

Characteristics Of An Effective Lecturer

An effective lecturer is:

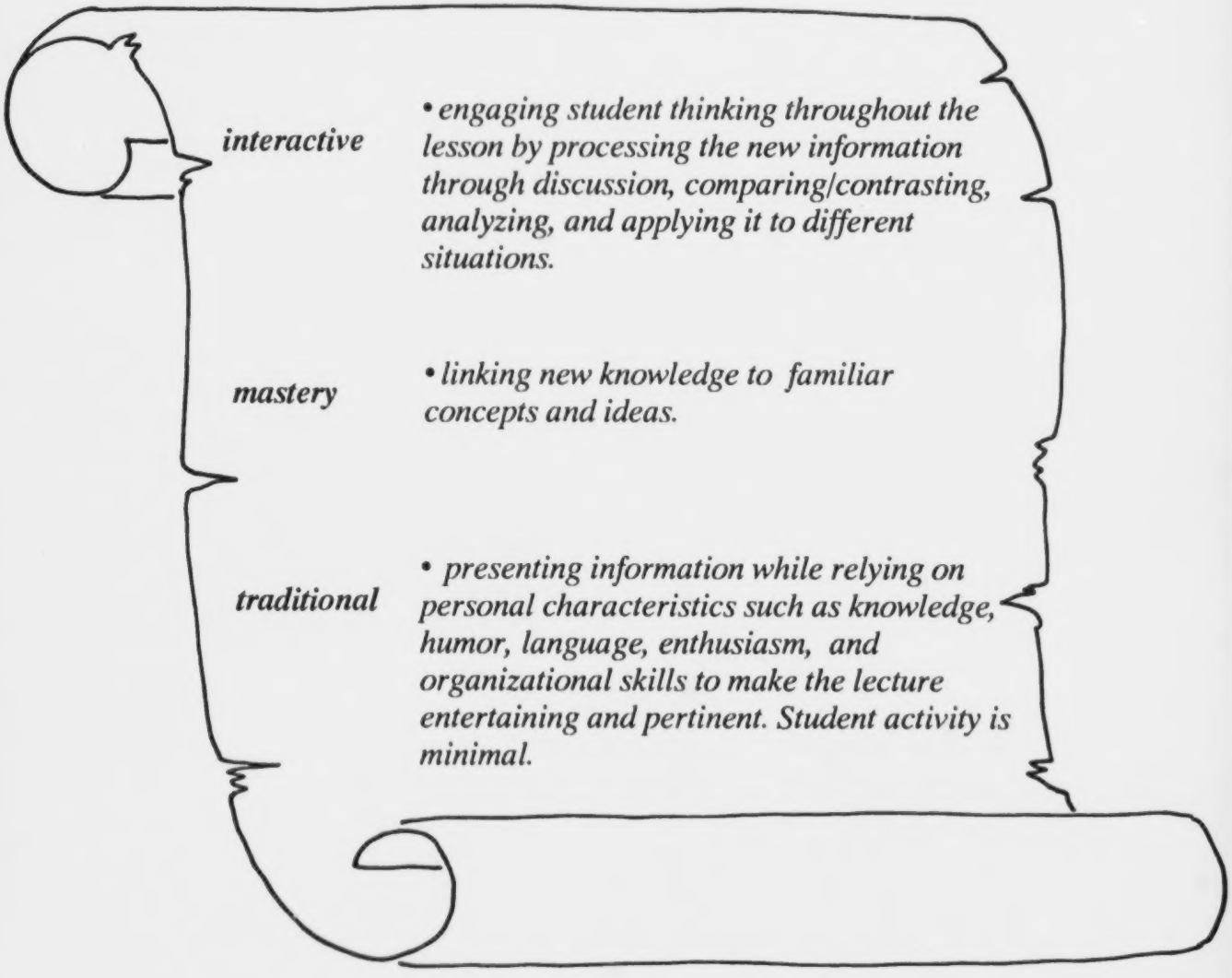
- *knowledgeable*
- *enthusiastic*
- *humorous*
- *a captivating storyteller*
- *an effective communicator*
- *creative*
- *patient*
- *organized*
- *keen on kids*
- *well prepared*
- *a good listener*
- *a probing questioner*
- *motivating*
- *familiar with learning styles*
- *able to select and employ appropriate teaching methods*

Elements Of An Effective Lecture



What Is Effective Lecturing?

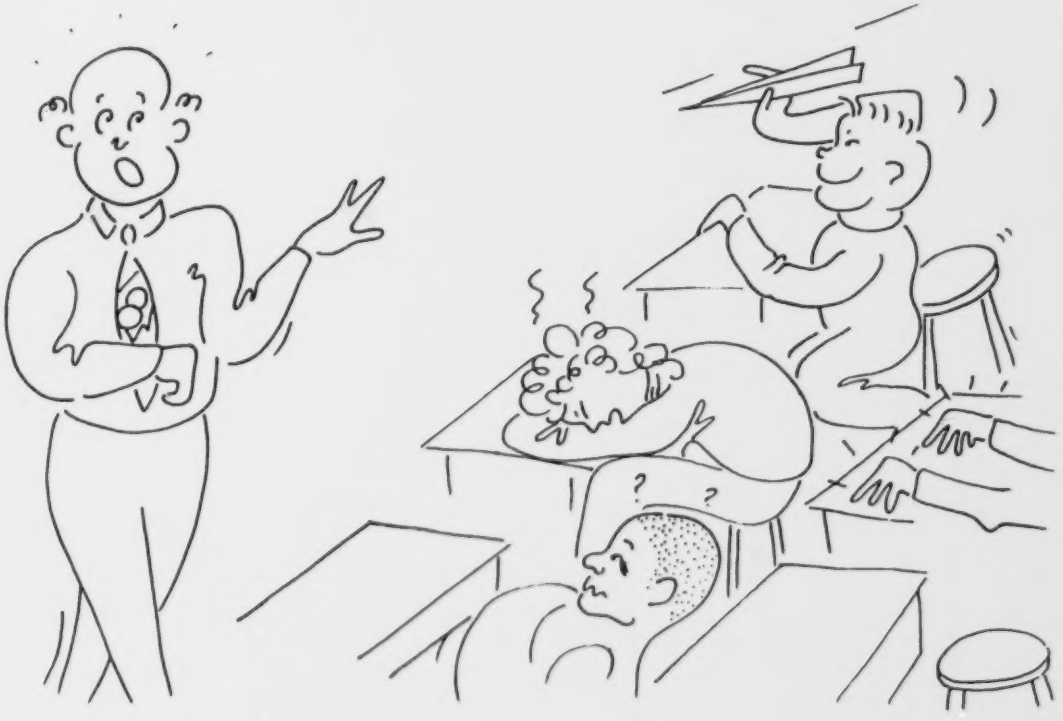
Effective lecturing is a blend of three types of lectures: interactive, mastery, and traditional. They will be investigated individually in this booklet by analyzing three case studies. The case studies are titled THIS REMINDS ME... and adopt the storytelling component of a lecture.


interactive
• engaging student thinking throughout the lesson by processing the new information through discussion, comparing/contrasting, analyzing, and applying it to different situations.
mastery
• linking new knowledge to familiar concepts and ideas.
traditional
• presenting information while relying on personal characteristics such as knowledge, humor, language, enthusiasm, and organizational skills to make the lecture entertaining and pertinent. Student activity is minimal.

The Interactive Lecture

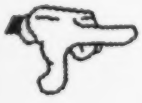
As the Brite family sat down at the supper table one evening, the topic of conversation turned to school. Vera, a fifth grader, was excited. Her teacher was enthusiastic and had prepared a science unit that Vera especially enjoyed! Mitch, on the other hand, was somewhat disappointed. He felt his teacher was boring. At recess his classmates said they were confused and were not interested in completing their newly assigned project. Vera could hardly wait to go on her science field trip.

Mr. and Mrs. Brite were surprised at the two very different responses. When the children were asked about the presentation used by the two teachers, it was apparent that both had used similar teaching methods. One lesson was motivational, the other was not. The Brites decided to wait and see how things progressed. They also decided to take a more active role in assisting Mitch with his project.



The steps in an effective lecture are quite simple; the objectives are stated, and then the remainder of the time is an elaboration of the initial statements. A model is provided to analyze and synthesize the information. Students are stimulated through questions and responses. The presenter must be vibrant in order to maintain student interest.

What was it that made Vera eager to pursue her assignment?
Why was Mitch unmotivated and uninspired?



?

Interactive Lecture

THIS REMINDS ME...

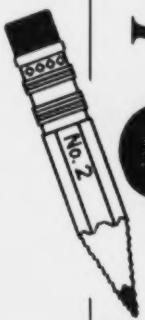
Let's visit Vera's science class. When she entered the classroom, she found the desks arranged in clusters of three. Her teacher asked each student to sit at the desk labelled with his or her name. Once seated, students shared their favorite outdoor experiences. Based on the group's outdoor interests, they were to come up with a "nature name." One student in each group was responsible for introducing his/her group to the rest of the class and explaining how they created their name.

The teacher provided each group with a small box containing leaves, berries, small branches, worms, soil, a bird's nest, a beehive, and pictures of butterflies, birds, rodents, moths, caterpillars, and an owl. Students were assigned roles as they responded to a series of questions relating to the characteristics of their samples. For example, "Which animals might live on a branch? Which objects might be used as food? Which objects might be used as homes?" Group responses were posted for an information-sharing session. Additional comments were added to the charts following the presentation.

The teacher used slides to illustrate how this information, along with additional information throughout the next week, would be incorporated into a field trip planned later in the month. Within their groups, students were asked to discuss any questions they may have had during the slide presentation. If an answer was not provided by group members, a "runner" could receive assistance from another group. Five minutes later, the teacher responded to the "tough" questions about the field trip.

It was clear to the students that they were to observe how various living organisms interacted with each other and with their surroundings. The teacher introduced the term "interdependence" and discussed various forms of interdependency in society using a family and a farming community as examples. The students hypothesized about how the various life forms they worked with earlier in the week were interdependent. To assist in their hypotheses, they referred to the attributes they had listed on the chart paper.

At the end of the week, Vera's teacher was pleased with the manner in which her students responded to the LECTURES on interdependence!

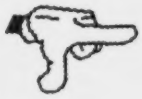


Vera's teacher used an ***interactive lecture*** *to introduce the concept of interdependence. This approach to lecturing is quite different from the traditional lecture method.*

When did Vera's teacher ***lecture*** ***during this unit of study?***

Would you Believe...

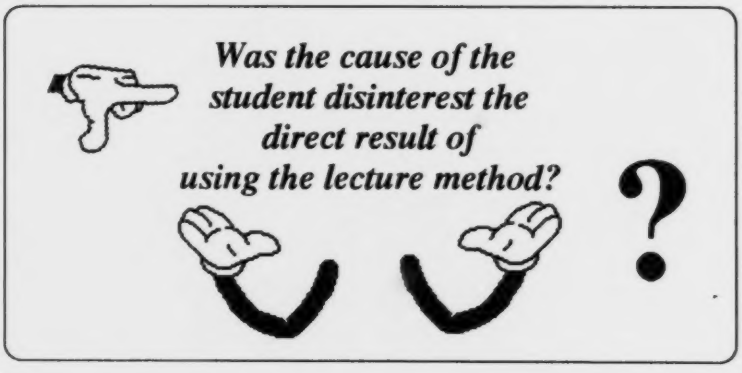
- *when she assigned roles to her students and explained what each role entailed.*
- *when she asked questions.*
- *when she used the slide presentation to explain their responsibilities on the field trip.*
- *when she answered student questions about the field trip.*
- *when she introduced the term interdependence.*
- *when she gave two examples of interdependence.*
- ***can you think of others?***



How did she <u>engage</u> her students throughout the lesson?
How was the learning <u>personalized</u>?
Why were the students <u>excited</u> about participating in the field trip?

THIS REMINDS ME...a closer look...

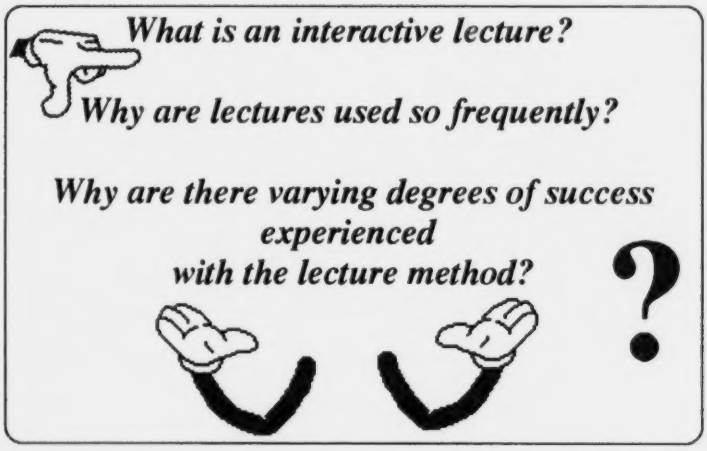
Mitch's teacher entered the staff room after school, appearing frazzled, dejected, and disappointed. It was apparent that a lesson earlier in the afternoon had not gone well because of a couple of oversights while planning a major project. Instead of adjusting and reorganizing, a "bulldozer" approach (all talk, no student involvement) was used to get through the material, leaving students confused and disinterested learners.

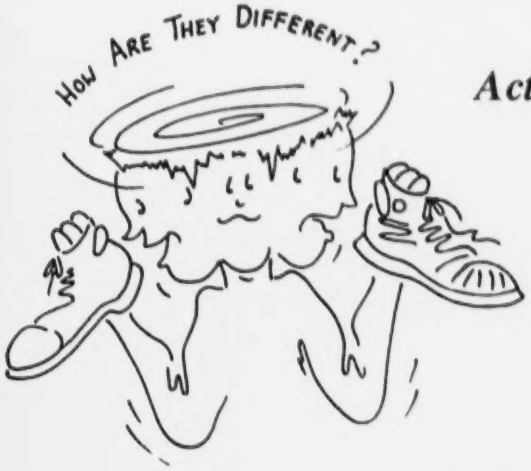


THIS REMINDS ME...a closer look...

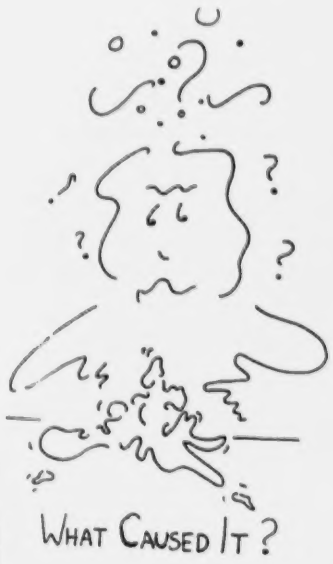
Whereas Mitch's teacher struggled throughout the lesson, Vera's teacher did a number of things well. Most importantly, she used interactive lessons to actively involve her students throughout the unit of study.

Enthusiasm, organization, proper sequencing, short "talks," interactive components such as effective questioning, group work, supplying samples, categorizing each item, and a slide presentation activated and motivated her students.


What is an interactive lecture?
Why are lectures used so frequently?
Why are there varying degrees of success experienced with the lecture method?
?



Activating the Learner



The learner is activated by critically examining the new information:

- *what is it?*
- *what happens if?*
- *what are some stages?*
- *what does it mean?*
- *how is it related to?*
- *is there another point of view?*
- *how does it match with what I already know?*

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Lecture

Mastery

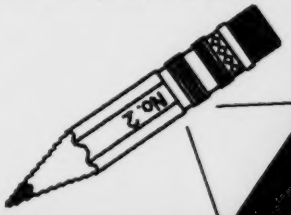
THIS REMINDS ME...

Ms. Fit is preparing her grade ten students to participate in a weight conditioning unit. Throughout the unit, Ms. Fit introduces body movement terminology and the names, locations, and functions of muscles, tendons, and joints. At the end of four weeks, her students are expected to design an individual conditioning program. Their plans will demonstrate application of knowledge, processes, and skills learned from the activities in class.

Ms. Fit decides to use the lecture method to introduce the terms, muscles, and joint movements. Using a lecture will minimize the amount of activity time that will be lost during each class period. Each lesson will include a "lecture" that will not exceed 10 minutes.

During the first few days, muscle development is introduced. She provides the students with a diagram of the major muscle groups that will be studied. Muscles such as the biceps, quadriceps, hamstrings, triceps, and abdominal muscles are presented first because they are more familiar to her students. These muscles are reviewed quickly each day by referring to a diagram located in the exercise room. There is also a small diagram located at each weight station which highlights the specific muscle that is being worked. Students are asked to develop a mnemonic (memory assist) strategy to remember the names of the muscles. Several mnemonic examples are shared each day.

Her next topic portrays the relationship between bones, joints, muscles, and tendons. Opposing muscle groups, such as the biceps and triceps contracting and relaxing, are demonstrated with a model borrowed from the library and with projects developed by former students. In the final two weeks, various terms are defined by illustrating the movements in a concept attainment activity. The idea of a contracting muscle is reviewed and students "feel" a muscle contract. They identify the motion that causes the contraction and determine which weight station concentrates on the development of the specific muscle. They refer to each muscle by name. The link between movement, specific exercise, and muscle development is made.



The students are given two weeks to develop their individual training program. They meet with Ms. Fit to ensure they understand the relationship between muscle, motion, and specific exercise. To assist students, a concept map is displayed on the bulletin board which illustrates the interrelated nature of the concepts they have studied. Ms. Fit made a conscious decision to use the mastery lecturing method for a short time in each class over a four week period.

This case study highlights some of the principles of mastery lecturing.

The mastery lecture *incorporates three components: connecting, organizing, and elaborating. With the use of an information organizer, students connect new knowledge to more familiar information. Throughout the lecture, information is organized in a clear, meaningful manner.*

Earlier in this booklet, the questions of why and when to use the lecture method were outlined.

What were some of the considerations made by Ms. Fit?

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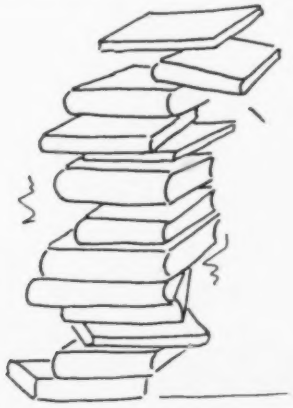


Why did she choose to lecture?

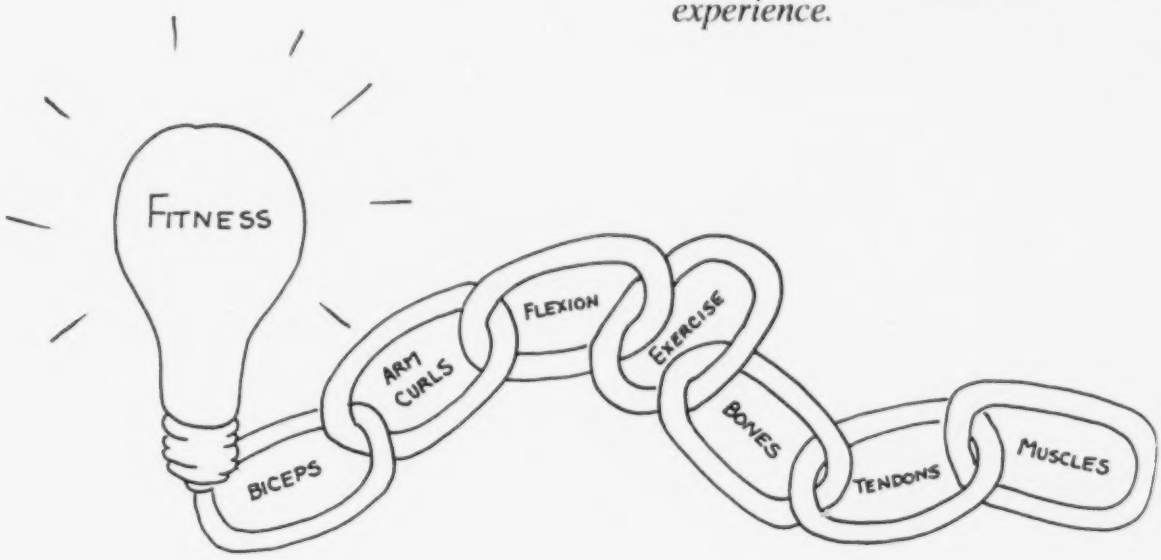
- *She had a lot of information to present and limited time. Because the lectures were kept short, she was able to teach in the weight room.*
- *She wanted all of her students to receive the information at the same time.*

Why was it effective?

- *Her **personal qualities** - enthusiasm, energy, and a caring disposition, coupled with the effective lecturing practices listed below, made her daily lectures effective.*
- *Students were "hooked" to learn the information because they knew they would need to understand muscle development and weight training principles in order to develop an individual training program.*
- *A variety of learning styles were attended to by incorporating other teaching strategies and by using a variety of visual aids.*

All of the previous points contributed to student learning; however, the focus of Ms. Fit's mini-lectures was to organize and sequence the material, so that her students would better understand the interrelated nature of the concepts. (Mastery of concepts)

- *She presented the material in a sequential, organized manner. She linked new information to prior knowledge, key points were elaborated upon, reinforced and summarized. The assignment gave students a meaningful, learning experience.*



What is meaningful learning?

- *when students are able to apply new information in a variety of situations.*
- *when new information is connected with existing knowledge.*
- *when learning is active:*
  - *examining the new material by analyzing, categorizing, restructuring, and organizing the new knowledge with prior knowledge.*
  - *activating the learner promotes acquisition, retention, and application.*

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Information Organizers

Ms. Fit was able to organize the content in a way that assisted her students to visualize the interrelated nature of each concept. She did this by using information organizers.

ORGANIZING THE MATERIAL

Acquiring knowledge and understanding new material can be like cluttering a desk. The owner of the desk may know the location of each item. A stranger will not have the same success, as there is little semblance of order. Likewise, our students, strangers to new information, may also feel that the new material is bits and pieces of information scattered all over the place.

An appearance of order for the disorderly desk can be created by using desk organizers such as pen holders, paper clip containers, paper bins, an in-and-out basket, book ends, and paper piles to replace the "paper everywhere" look.

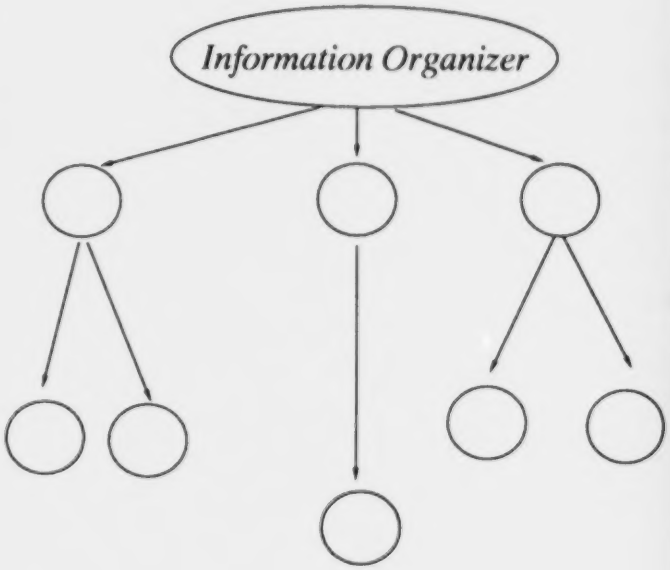
It doesn't matter if your desk is cluttered, providing you can find what you need. However, if other people are expected to use it and be efficient, organization becomes critical, and desk organizers are useful.

Teachers can use similar "tools" to illustrate how new information is organized, sequenced and connected, or how it is similar to more familiar ideas. These "tools" are called information organizers. A concept map, diagrams, and other visual aids served as information organizers in Ms. Fit's weight training unit.

An information organizer can be introduced or used by students:

- ***before***
- ***during***
- ***after***

a lesson or unit of study.



The information organizer was developed by David Ausubel. Effective lecturing, according to Ausubel, requires the teacher to present new information in the same way we learn - by relating the unfamiliar to the familiar. He further suggests that all teaching activities should be planned to make learning meaningful, to clarify concepts, and to allow students to critically examine the new information. He contends that an information organizer is a significant component in this process.

Information organizers are graphic organizational aids that can be used throughout a unit of study or with various instructional methods for different purposes. The information organizers in this booklet are examples that can be used by teachers and students during the various stages of a lecture.

Students can complete a teacher-made or student-made organizer while material is being presented during a lecture (note making). An information organizer may be presented to the students as an overview, or an outline of the material about to be presented in a lecture. The information organizer is then consistently referred to throughout the lecture as topics are introduced. Material may be summarized at the conclusion of a lecture with the use of an information organizer. Regardless of how, or when an information organizer is used, students should be involved in organizing information in a meaningful way.

What Does An Information Organizer Look Like?

The lecture can be used to introduce new information, summarize material, or set the stage for an in-depth study of a specific topic or idea. Throughout a lecture, the teacher may refer to an ***information organizer*** *to facilitate learning, arouse the curiosity of the learner, or provide a motivational set for further investigation. Information organizers can take many forms and shapes and are usually dictated by the content, the learning objectives, and the needs of the learners.*

Three examples of information organizers follow. Nine more examples can be found in the appendix.

TEACHING CONCEPTS
Concept: Reptiles

Critical Attributes:	YES EXAMPLES	NO EXAMPLES
•cold blooded •scaly skin •creep, crawl	turtle snake crocodile alligator lizard chameleon iguana	salamander frog ostrich grasshopper hamster dog raven
Noncritical Attributes: •where they live •size •weight •what they eat		
Other attributes		

1. ***Teaching Concepts:*** *This organizer was used to teach primary children the characteristics of reptiles. After looking at pictures of "yes" and "no" examples, students "figured out" (with guidance), the critical and noncritical attributes of reptiles. They glued animal pictures in the appropriate "yes" or "no" column.*

SEQUENCE

TOPIC: Solving statements with mixed operations
2+3-(4 X 3) X 2 / 6 + 7 =

1. COMPLETE THE PARENTHESIS
2+3-(12) X 2 / 6 + 7 =
2+3-(12) X 2 / 6 + 7 =

2. COMPLETE MULTIPLICATION AND DIVISION LEFT TO RIGHT
2+3-(12) X 2 / 6 + 7 =
2+3-24 / 6 + 7 =
2+3- 4 + 7 =

3. COMPLETE ADDITION AND SUBTRACTION FROM LEFT TO RIGHT
5 - 4 + 7 =
1 + 7 =
1 + 7 = 8

2. *Teaching a Sequence:*

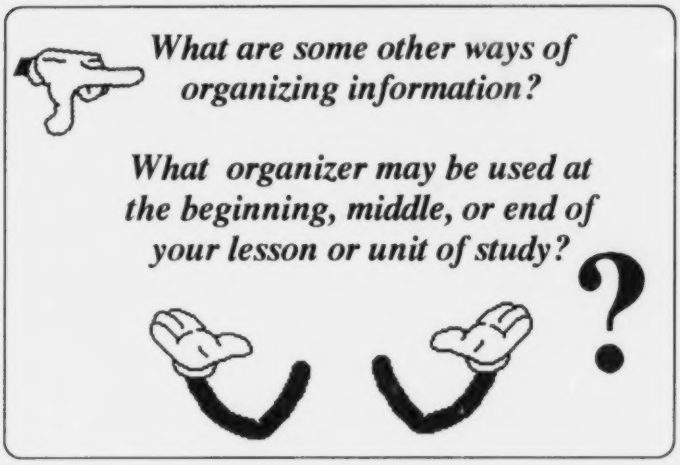
Students in a middle years class used this information organizer to illustrate the sequence that must be followed when solving mathematical equations.

3. *Compare and Contrast Matrix:*

Students in a high school class studied the Gulf and Vietnam Wars by comparing similarities and differences under a number of headings.

COMPARE AND CONTRAST		
• compare the similarities and differences between the Gulf War and Vietnam War		
Comparison Criteria	GULF WAR	VIETNAM WAR
• the role of United States • Canada's involvement • the role of the United Nations • world opinion • the political climate in each country • outcome • short/long term effects		

It should be noted that effective use of these information organizers requires modelling, as well as guided, and unguided practice. As students understand how and when to apply the organizers, they will be able to apply them during independent learning situations.


What are some other ways of organizing information?
What organizer may be used at the beginning, middle, or end of your lesson or unit of study?
?

Active Listening

Listening has not been identified as a specific skill required by the learner. Obviously little will be learned if the instructor merely engages in teacher talk. An effective lecture requires the listener to be active. Effective lecturing induces a student not only to listen, but also to connect, categorize, and critically examine information. Listening is necessary to process new information. By following the preparation and presentation guidelines in this booklet, students will be involved in active listening.

We use our eyes to "hear" what is being said.

We get meaning from ***how*** *things are said:*

words 7%

tone 38%

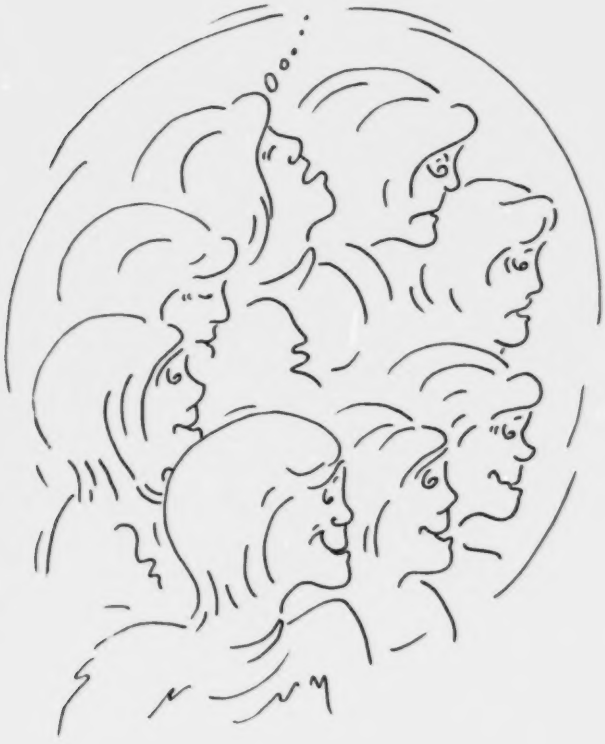
nonverbal messages 55%

The Traditional Lecture

The word lecture comes from the Latin word LEKTORS. Originally, it referred to the religious teachers of the Middle Ages who can best be described as "human libraries" of their time. It was their responsibility to share their knowledge by speaking...lecturing.

Until recently, lecturing in schools referred to the Middle Ages approach to LEKTORING where the LEKTORER, in an autocratic fashion, tried to transmit knowledge to a passive audience. In this purist sense, students have no opportunity to ask questions or to make comments. It is this method of lecturing which is often confused with effective lecturing practices.

We typically fade in and out during a lecture. At the beginning of the lecture, attention span may range from 12-15 minutes and at the end of a 50-minute lecture our attention span may be only 5-7 minutes. Between these attention spans, we may fall into microsleeps for as long as 2-4 minutes.



This case study examines the ***traditional lecture*** *method. The traditional lecture relies heavily on the personal qualities of the presenter. Superior traditional lecturers are blessed with "gifts" which make them appeal to their audience. As learners, we have marvelled at such excellence. They were funny, told good stories, were inspirational, and somehow managed to let you believe they were speaking directly and only to you. Mario and Rosa had such an experience with a traditional lecturer.*

A lecture without pupil participation (direction giving), should be not more than 20% of the lesson time and less than 10% with younger students.

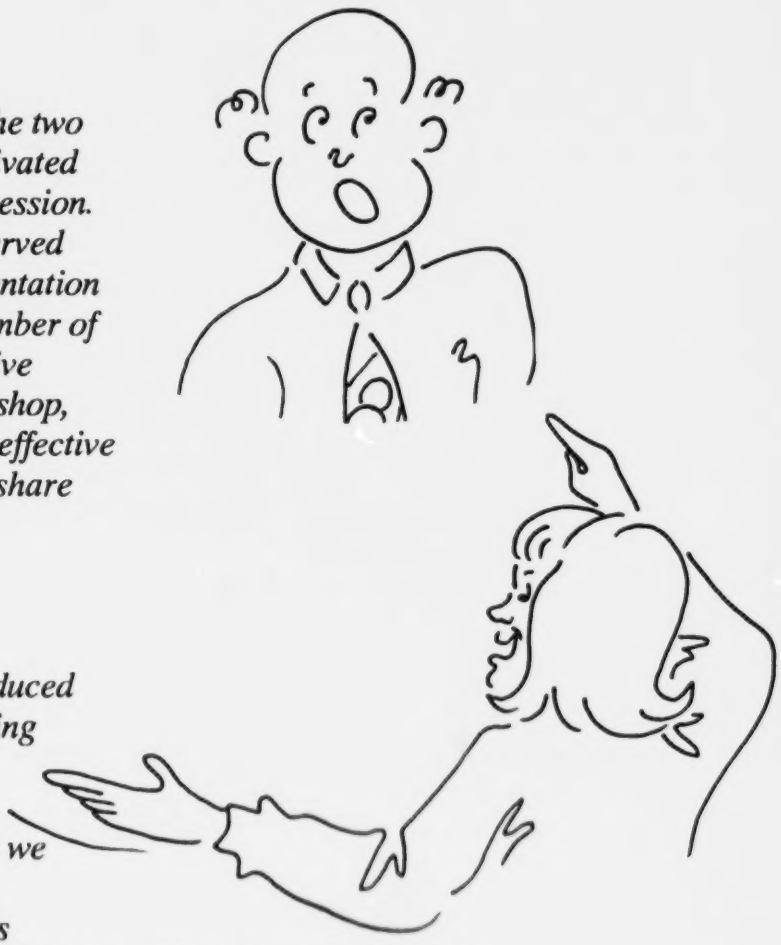
Traditional Lecture

THIS REMINDS ME...

One Monday morning at the coffee huddle prior to the bell signifying another hectic week in the classroom, the teachers at S. O. Good Elementary School were listening intently to two colleagues rave about the outstanding workshop they had just attended on classroom management skills. Although the content of the workshop was exceptionally valuable, the conversation focused on the skills of the presenter. Mario and Rosa, the workshop participants, said they could not believe they learned so much about classroom management techniques because the presenter, Dr. U. R. Effective, broke most of the rules of effective lecturing. She rarely used teaching aids, she did not refer to notes, nor were there many opportunities to interact with group participants during the course of the day. Despite these "infractions," she managed to captivate the attention of the participants throughout the two day workshop. The consensus of all of the workshop participants was that they were rewarded with an outstanding and practical workshop.

Later that day, the school principal, Mr. McPeedee, spoke to the two teachers and asked them to make a presentation on classroom management skills at the next staff meeting. During recess, Rosa and Mario decided to divide the presentation into two parts. The first part would focus on the content and the second part would focus on some of the presentation skills used by the workshop leader. They realized effective classroom management started with an effective presentation and they had just participated in one. Rosa and Mario decided to get together later that evening to identify the things that Dr. U. R. Effective did well.

What became most obvious to the two teachers was that Dr. Effective motivated them by delivering an outstanding session. They felt her presentaion style deserved sharing. After all, an effective presentation can go a long way to reduce the number of distracted, disinterested, or disruptive learners. After discussing the workshop, Rosa and Mario developed a list of effective lecture descriptors that they would share with their staff.



At the staff meeting, Rosa introduced her section to the staff in the following manner.

> *"It is not often that as teachers we are able to attend a workshop with a colleague. We found this shared experience to be most valuable. Although we attended the session to learn classroom management techniques, it was Dr. Effective's presentation style that caught our attention. We learned a lot because the presenter did a number of things to make the two-day session comfortable, enjoyable, and meaningful. Mario and I felt that there were many things that Dr. Effective did that will help us address classroom management concerns and make learning more meaningful. Let me share with you what I mean."*

She was enthusiastic.

- *She was vitally interested in her topic.*
- *She modelled her message that energy is required to tackle the challenges of classroom management.*
- *She enjoyed interacting with the audience. Although the participants were passive; she sensed how the participants were reacting to her presentation.*
- *She wanted to share her knowledge and training so others may experience similar success - she had something practical to offer from personal experience.*

She was knowledgeable.

- *She did not use notes, or reference sheets, she "knew her stuff" and was well prepared.*
- *She could provide multiple examples, analogies, case studies and responded to individual concerns by explaining in a unique way or by bringing new examples into the discussion.*

She was a captivating storyteller.

- *Each point was highlighted by a story, an analogy or a case study, usually one that we could all relate to; she personalized her message.*
- *She spoke in a conversational style.*

She had an infectious sense of humor.

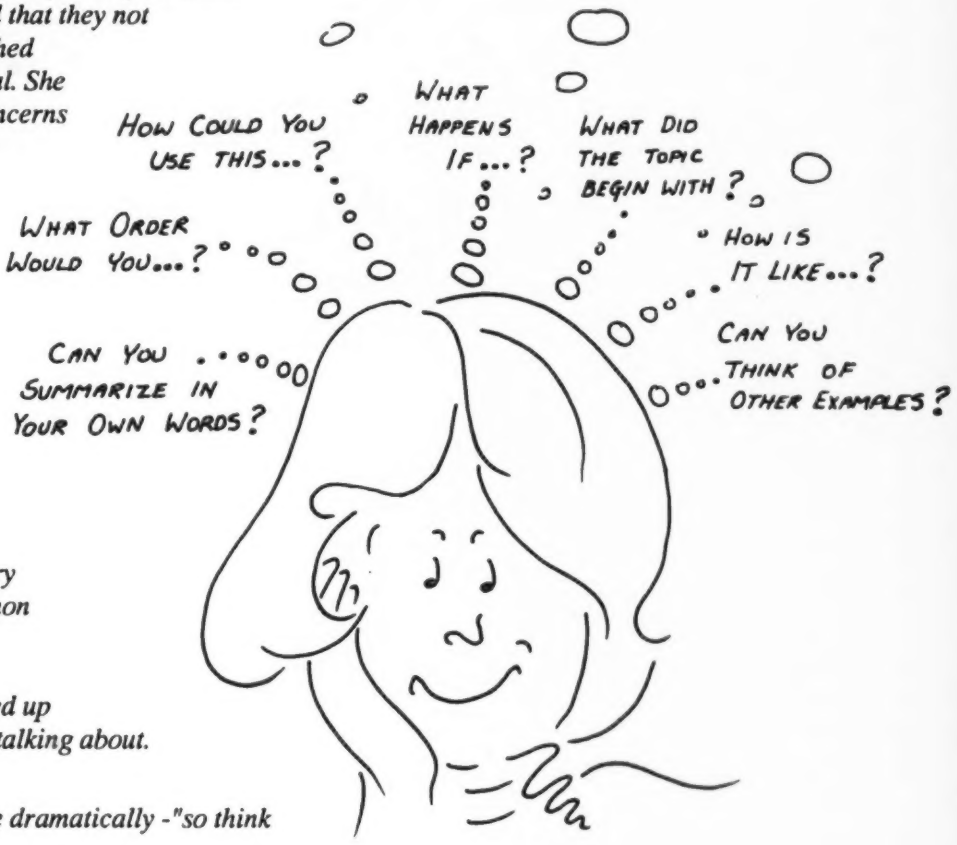
- *She did not tell jokes, but she provided situational humor; a connection existed between a witty comment and the story she was sharing.*

• *She laughed at herself, with others, and made reference, without overkill, to a comment or comments made throughout the session. Learning is fun!*

She was a probing questioner.

• *For the most part, she used thought-provoking rhetorical questions which she responded to with concrete examples and personal experience.*

• *She enjoyed the interplay with the participants; she encouraged questions but asked that they not interrupt her until she had finished presenting a segment of material. She reasoned that in many cases concerns would be addressed before she completed a topic.*


How Could You Use This...?
What Happens If...?
What Did The Topic Begin With?
What Order Would You...?
How Is It Like...?
Can You Summarize In Your Own Words?
Can You Think Of Other Examples?

She was an effective communicator.

• *Her language was simple, clear, and distinct; her pace permitted the learner to comprehend, connect and reflect.*

• *She introduced new vocabulary by restating the term with common words.*

• *She used words which conjured up mental images of what she was talking about.*

• *After a story, she would pause dramatically -"so think about that" she seemed to say.*

• *Her body language was nonthreatening; she was like an actress on stage, inviting the learner to share her experiences.*

She used visual aids to enhance her presentation.

• *Visual aids were used minimally; however, when an overhead was used, it served to provide a conceptual framework either as a summary, overview, or a topic introduction.*

Laughing together is communicating together.

- *In some cases, reference was made to an overhead long after it had been displayed, inviting the participants to visualize the overhead from memory.*

- *The purpose of her visual aids was to keep the audience focused on her conceptual model .*

She organized and sequenced her material, moving from the abstract to the concrete.

- *The presentation "made sense" because events flowed naturally.*

- *As a topic was explored, she tied it to the broader framework, making comprehension more attainable.*

She repeated key points.

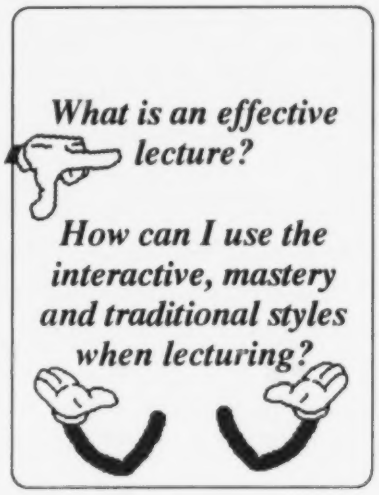
- *Main points were emphasized by using a variety of examples, reviewing, and summarizing.*

- *Conceivably, the heart of the presentation could be summarized very quickly, but to make it a meaningful learning experience the key points were elaborated upon and rehearsed throughout the two days.*

She was able to stimulate further thinking.

- *The seminar prompted the two teachers to discuss the principles and elements of presentation with their staff.*

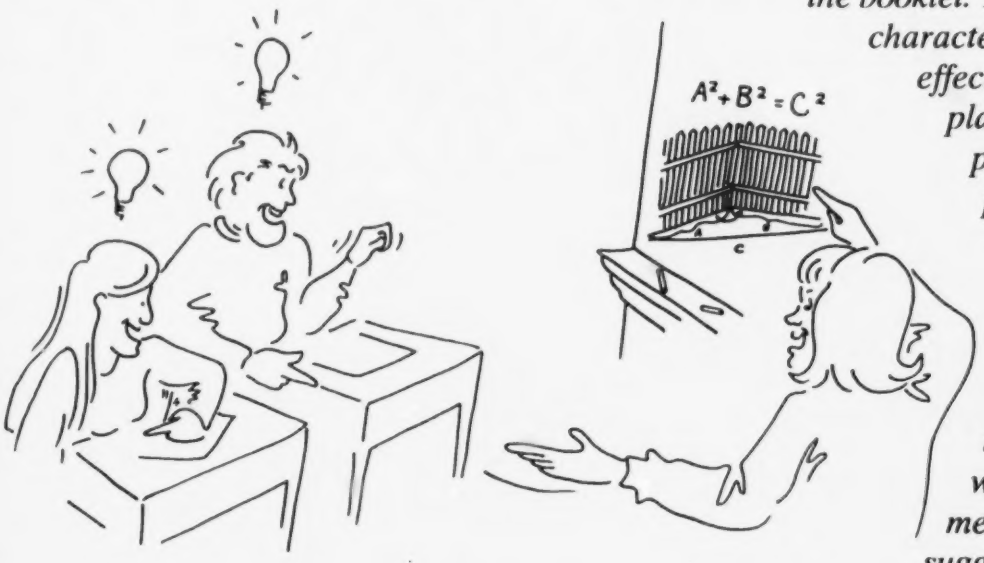
Note making makes students sit up, pay attention, and keeps them active.



Reflection

Effective lecturing was identified as a teaching method that combined elements of the traditional, interactive and mastery lecturing methods. Lecturing, like any other instructional method, can be effective if it is used appropriately and if careful consideration is given to each student's learning needs throughout the planning, presentation and reflection stages of the lesson. When these considerations take place, students will actively process the information by connecting it to their prior knowledge so that it is more easily understood and retained. This approach to learning was identified as meaningful learning.

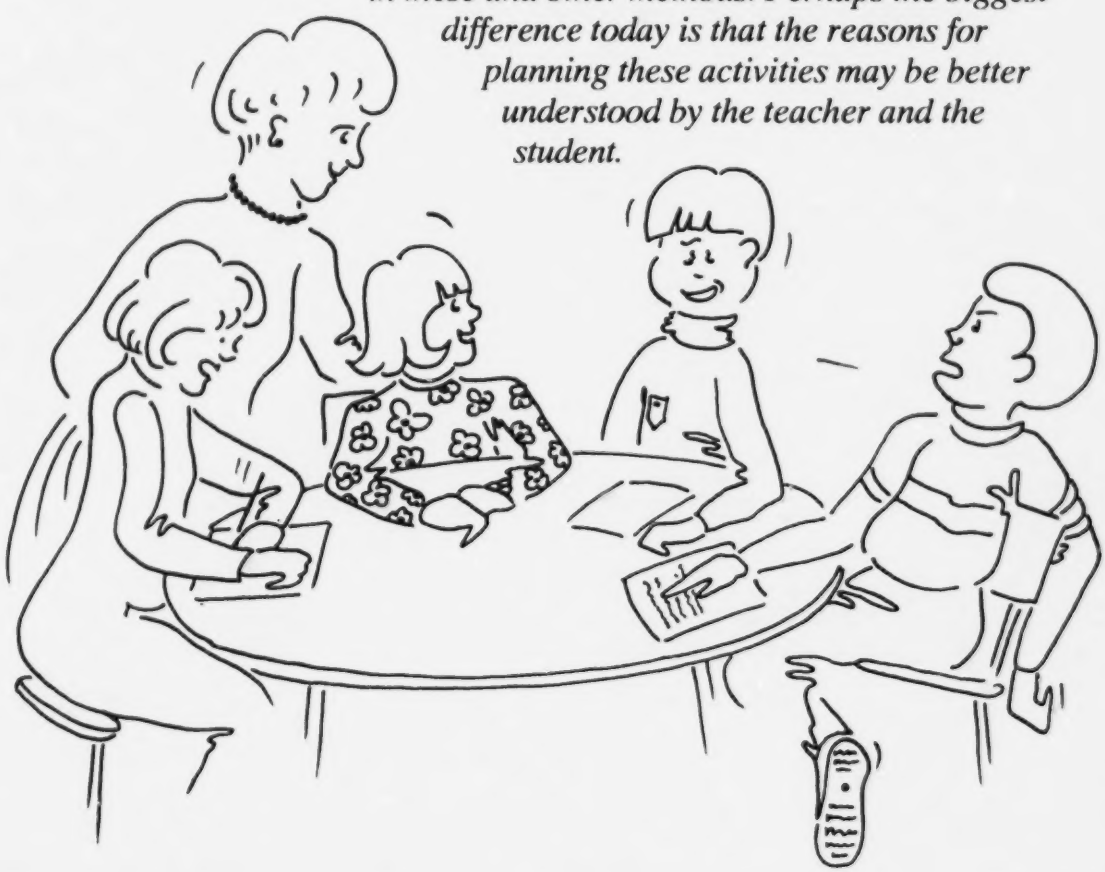
A number of critical elements of an effective lecture were identified throughout the booklet. These included the characteristics of an effective lecturer, planning and presenting material, personalizing learning with the use of an information organizer, and combining other teaching strategies with the lecture method. It was also suggested that many



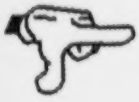
classroom management concerns can be attended to if the presenter incorporates a number of the guidelines listed throughout this booklet. Personal qualities such as humor and storytelling ability will help to captivate an audience.

The final section of this booklet concludes with a lesson planning guide, a collegial teaching guide, and additional information organizers (Appendix) to assist teachers in their use of the lecture method with their students.

An effective lecturer draws upon many of the skills, techniques, and practices that are essential to good teaching. Long before labels were applied to teaching methods such as concept attainment, focused imaging, or synectics, effective teachers maintained student interest during a lesson by including activities similar to those found in these and other methods. Perhaps the biggest difference today is that the reasons for planning these activities may be better understood by the teacher and the student.



How did this booklet model some of the components of an effective lecture?



- *information organizer*
- *repeating key points*
- *storytelling*
- *activating the reader*
- *sequencing the information*
- *using questioning strategies*
- *providing examples*
- *using analogies*
- ***others***

?

Rhonda Rookie wrote the following in her internship log book:

"If I learned one thing about lecturing, it is the importance of presenting information in the same way that our students learn. That is, by using language they understand, and by linking the new information to what they already know about a topic."

An effective lecturer combines traditional, mastery and interactive approaches to lecturing.

Can we

Talk?

We just did!

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Rhonda Rookie became an effective lecturer with support and feedback from Olie Pro. While she lectured, Olie collected data in several of the areas that are described in this section of the booklet. Olie benefited as well, because Rhonda collected data for him while he experimented with new teaching methods. This collaborative teaching effort is often referred to as coaching. Perhaps a more accurate term is collegial teaching.

Collegial Teaching

Teachers often work in isolation and have few opportunities for professional dialogue. Normally, their only source of feedback is their own interpretation of student reaction. Having another set of eyes to observe events can be helpful. The observing colleague assumes the role of coach and collects data in an area requested by the classroom teacher. The data can be obtained through anecdotal records, checklists, or verbatim reports. The data is interpreted by the classroom teacher. The coach is asked to clarify the data, but never assumes the role of an evaluator. The coaching process blossoms through trust and confidentiality.

Following are a number of topics a coaching team may select for data collection. The topics may be selected in isolation or combined with several other topics. Initially, it may be easier to limit the data collection process to only one topic. Specific information within each topic is jointly determined. The observation period may last for as long as an entire period or for as little as ten minutes, while the teacher introduces the information organizer.

Note: the topics may be used by teachers during self-reflection following a lesson or while observing their own performance on videotape.

SEQUENCE

- *in what order were topics introduced?*
- *what were the student questions regarding sequence?*
- *how were the topics linked together?*

PERSONALIZING INSTRUCTION

- *what examples were used to clarify a concept?*
- *how were these linked to students' prior learning or experiences?*

STUDENT ACTIVITY

- *what activities or techniques were used to have students think about this information (reading, writing, discussing, analogies, research, comparing/contrasting, etc.)?*

TEACHING METHODS

- *what other teaching strategies were used throughout the lesson?*

SUMMARIZING & ANALYZING THE INFORMATION

Did the teacher: *What was the teacher's role?*

- *clarify by responding to student questions?*
- *ask questions that required students to think or explore the topic more deeply?*
- *provide alternate examples?*
- *help students to focus on major ideas?*
- *enable students to see the connections among related topics?*

Did the students:

What were the students' roles?

- *ask questions?*
- *connect this material with previous learning?*
- *use their own language to describe their understanding of a particular topic?*
- *provide additional examples?*
- *examine the material from a different viewpoint?*
- *recognize bias and assumptions?*

TIME ON TASK

- *is there evidence of time on task?*

  (Perform classroom observation sweeps to record student time on task.)

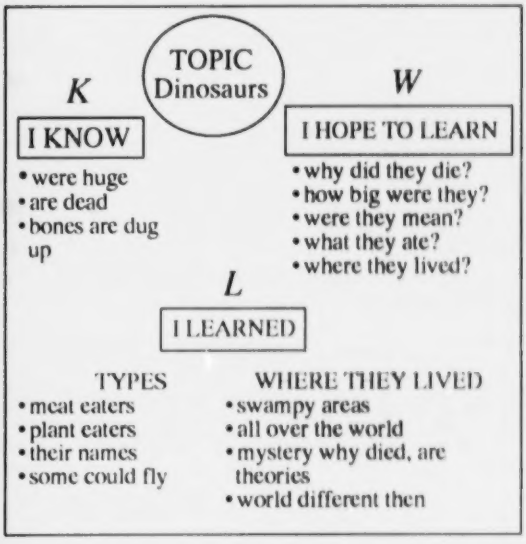
QUESTIONING

- *what questions did the teacher ask?*

  (Later, categorize these into dimensions of thinking: critical, creative, reporting, using, high level, low level).
- *does the teacher probe to help students to clarify their thinking?*
- *does the teacher distribute questions to various students?*
- *does the teacher encourage and wait for several student responses to one question?*
- *how many questions do students ask?*
- *what kinds of questions do students ask?*
- *are there student-to-student interactions?*
- *what kinds of student interactions take place?*

INFORMATION ORGANIZER

- *how did the teacher use the information organizer to sequence and organize the lesson?*
- *how did the teacher involve the students in completing the organizer?*



Appendix

(Additional Information Organizers)

1. ***KWL Plus:*** *Students develop their own information organizer. At the center of the organizer is the heading of the lecture. It is developed by students writing what they KNOW, WHAT they hope to learn and what they LEARNED following the lesson.*

As the material is presented the organizer is completed. Following the presentation, it is revised and the material is summarized.

2. ***Using Analogies:***

Through the use of analogies students are able to link new knowledge to familiar concepts as they create their own analogies.

By making the analogies, students are able to determine similarities, differences, and the relationships that exist.

By examining the relationships students are able to create categories and develop a summary of the attributes shared by the familiar concept and the new concept.

ANALOGY ORGANIZER	
NEW CONCEPT	FAMILIAR CONCEPT
Lecturing	**Reading a Book**
SIMILARITIES	DIFFERENCES
• share information • organizes ideas • use stories • learner actively processes the information • method of communication • information is summarized	• organizer in most books is table of contents • can't leave lecture, and return later • books don't know reader thoughts • lecturer adjusts
RELATIONSHIP CATEGORIES • both provide a lot of information • organize information in a meaningful way	

3. ***Anticipation Guides**: The teacher introduces a topic by preparing some thought provoking comments.*
Students are asked to record or discuss, in groups a response to these comments and to provide reasons for their thoughts.
At the conclusion of the lesson, students are asked to compare their current thinking with their original reaction, and to justify their decisions to change or to maintain their thinking.

Anticipation Guides

Topic: Causes of Soil Erosion

In groups, have students discuss what is happening to our environment in each of these situations.

- on the prairies the wind can cause severe dust storms
- dust is usually blown around after hot dry spells
- many fast flowing rivers appear to be very muddy
- after a heavy rainfall, large drainage trenches are visible
- tree roots are often exposed near a river

4.

Four Step Summary

1. What are you summarizing?
2. How does the topic begin?
3. What is in the middle?
4. How does it end?

- delete trivial/repetitious
- group
- combine
- important elements only
- sequence
- sentences flow
- concise

5.

Word Map

WHAT IS IT? WORD PROCESSOR

WHAT IS IT LIKE?
Typewriter
Pen and paper
Desk Top Publishing
Printsetting

WHAT ARE SOME EXAMPLES?
WordPerfect
Word Writer
Amis
Mac Write
Pro Text

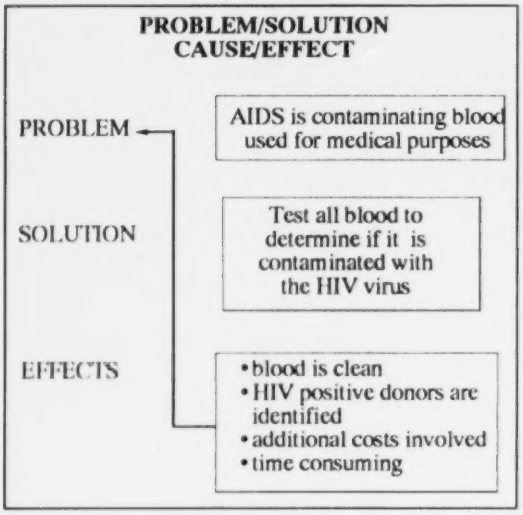
6.

Structured Note Making:

Note making skills can be practiced by completing an information organizer.

Copying notes word for word will not assist the student to link new knowledge with previously learned material.

Students should be encouraged to use their own words when making notes.



7. ***Cause and Effect:*** *Students develop an organizer which illustrates a series of consequences stemming from a course of action.*

Problems and Solutions: *Much like the cause and effect organizer, the illustration identifies the scope of the problem, the results of specific solutions, and a summary of the activities.*

8. ***Reciprocal Teaching***

It focuses on what, why, and where confusion surrounding the material exists.
Information is presented by either a student or the teacher.
Each student takes turns summarizing the information orally.
Questions are generated on any information left unexplained; clarity evolves as the issues are further examined.

9. ***Link:*** *Students are asked to brainstorm word associations with a concept that is being introduced.*

After three minutes, individuals or groups share and explain why they see an association; this may be repeated with each group sharing a couple of word associations.

Following the large group sharing, students are asked to write down everything that comes to mind about the concept.

LESSON PLANNING GUIDE

PURPOSE

LESSON TITLE

Date
Grade Levels
Subject

LEARNING OBJECTIVES

1
2
3

PLANNING

RESOURCES REQUIRED

• what resources will be required; attach or include references

MATERIALS REQUIRED

O.H. V.C.R. Handout
Resource Material Charts
Others:

INFORMATION ORGANIZER

KWL Plus	Link
Ant. Guides	Reciprocal
Summary	Note Making
Comp/Cont	Problem Solv.

Other:

INSTRUCTIONAL STRATEGY BLEND

Concept Attainment
Cooperative Learning
Questioning
Inquiry
Synectics
Others

PRESENTING

ESTABLISHING THE LEARNING SET

- stating the objectives
- introducing the information organizer
- explaining the learning connections

SEQUENCE OF TOPICS

TOPIC	(ACTIVITY)
A)	
B)	
C)	
D)	
E)	
F)	
G)	

MONITORING

MONITORING

How will monitoring of student learning take place during the lesson?

LESSON SUMMARY

How will the new material be summarized?

Teacher's role:

Student's role:

LESSON EVALUATION

How will it be determined if the lesson objectives have been achieved?

Teacher's role:

Student's role:

References

Teaching Strategies Library
Association for Supervision and Curriculum Development
125 North West St.
Alexandria Va, 22314-2798
(Mastery Lecture, using information organizers to lecture)

Models of Teaching
Bruce Joyce and Marsha Weil
Prentice Hall Inc., Englewood Cliffs, New Jersey 07632

(Chapter 5: Advanced Organizers: Improving the Effectiveness of Lectures and Other Presentations)

Strategic Learning in the Content Areas
Wisconsin Dept. of Public Instruction
Madison Wisconsin (53707-7841)
125 South Webster St.
(Information Organizers)

Incorporating the Common Essential Learnings and the Adaptive Dimension: A Resource Package
Saskatchewan Education, 1991
(Interactive Lecture)

Some Hints on How to be an Effective Lecturer
By Henry Ellington
Scottish Central Institution Committee for Educational Development
Robert Gordon's Institute of Technology, Aberdeen, Scotland
(Traditional Lecture)

Document Orders

Documents can be odered from:

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Inquiry in the Classroom

GLAD YOU ASKED THAT!
Questioning in the Classroom

PLANNING ADVENTURES:
Synectics

OPENING THE DOOR
TO COOPERATIVE LEARNING

THINK ABOUT IT:
Critical and Creative
Thinking in the Classroom

SOMETHING FOR EVERYONE:
Ideas for Individualizing
in the Classroom

WHERE DID YOU FIND THAT?
Resource-Based Learning

PICTURE THIS:
Peer Partner Learning

REFLECTIVE TEACHING

FOCUSED IMAGING

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